

# GUIDELINES FOR TEACHERS

## MODULE 2 - EU MEMBER STATES GAME

This game is a **brainteaser** that will help pupils to familiarise themselves with the Member States of the EU. It is a 'crack the code' game in which pupils work together in competing groups to find a code as fast as possible. The goal of this game is to make pupils curious to find out which countries are Member States of the European Union.

After playing the game, the teacher **provides more information**. The teacher can also choose to discuss the different phases of the enlargement process, with the help of the presentation.

| METHODOLOGY                        | DURATION   | MATERIALS  |
|------------------------------------|------------|--|
| Educational game: EU Member States | 20 mins    | <ul style="list-style-type: none"><li>- <a href="#">Set of country cards</a> for each group</li><li>- <a href="#">Decoder sheet</a> for each group</li><li>- <a href="#">Map of Europe</a> for each group (optional)</li></ul> |
| Presentation                       | 10-20 mins | <ul style="list-style-type: none"><li>- Computer + projector</li><li>- Presentation of part 2</li></ul>  |

## OBJECTIVES AND SKILLS

### ATTITUDE

- Pupils are eager to find out which countries are Member States of the European Union.

### KNOWLEDGE

- The pupils know which countries are EU Member States.
- They might also know about the different accessions.

## STEP BY STEP

### 1. THE GAME

## SETTING

The class is divided into teams of three to four pupils. The teams compete against each other.

## PROCESS

- You ask the pupils: 'How many Member States does the EU currently have?' Then you tell the pupils it is now up to them to find out which countries make up the 27 Member States.
- First of all, you explain the game:
  - Each group will receive a set of 40 cards. On those cards, the shape and names of 40 countries are shown.
  - The first thing your group needs to do is to select the 27 EU Member States. Do this as quickly as possible.
  - Each country card features a letter. This is a piece of 'code'. Only keep cards of the countries you have selected as EU Member States. You need the letters from these cards, because together, they form a code.
  - Use the decoder sheet to find the code: indicate the letters you have found.
  - The solution is a sentence in English.
- You give every group the material needed: a stack of 40 cards, a decoder sheet and a map of Europe (optional, so they can see where the countries are).
- The first group to crack the code, wins the game.
- You let the other groups continue until each of them has cracked the code.

The more mistakes the pupils make while selecting the EU Member States, the more difficult it will be to find the solution. This is not a problem. The most important thing is that each time they pick up a card, they ask themselves: 'Is this country an EU Member State or not?' After they have played the game, they will be very eager to find out which countries are Member States of the EU, which is the goal of this game. Of course, as a teacher, you can help the groups with the selection process.

## SOME TIPS

- If you have any strong groups, you don't need to give them a lot of information on how to use the decoder sheet: they should find out themselves. You need only tell them that the solution is a sentence in English. If you have groups that need more help, you can tell them that they only need the letters from the cards of the countries they have selected as Member States of the European Union. If they indicate these letters on the decoder sheet, they will be able to read the code (the sentence) from left to right, top to bottom.
- The solution consists of 27 letters, one for each country. This means that some letters occur several times. For example, when the pupils have selected a country card that features the letter 'E' as code, this implicitly means that all the other country cards featuring an 'E' are also correct. This means that the pupils can immediately indicate all the 'E's on the decoder sheet. Alternatively they can indicate the letter for each card as they go along. Either way, the end result is the same. It is best not to share this information with the pupils from the start, but only

when they ask.

- The pupils will probably not notice this, but the letters in the solution are in the order of entry into the EU. For example, the first 'L' belongs to Belgium and the last 'R' belongs to Croatia.

## SOLUTION

LET US BUILD OUR FUTURE TOGETHER

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| L | A | Y | V | P | E | C | V | J | K | T | M |
| M | J | U | A | S | K | M | N | P | B | C | V |
| N | K | A | M | U | V | N | Q | I | A | W | P |
| A | L | N | W | C | D | J | P | W | N | O | K |
| P | J | U | M | K | J | X | V | Y | R | C | M |
| V | M | C | A | F | K | M | N | U | A | N | J |
| W | N | T | P | V | J | A | Z | U | N | W | K |
| C | R | M | A | K | E | Q | A | J | T | P | M |
| N | A | O | J | G | W | M | Z | E | T | C | N |
| V | J | H | M | A | P | E | K | V | N | R | A |

## 2. PRESENTATION: DISCUSSING THE ACQUIRED KNOWLEDGE

### SETTING

The pupils are seated so they can easily see the presentation.

### PROCESS

You use the presentation provided to run through the Member States and enlargement phases.

The presentation starts with an overview of the current Member States. After playing the game, the pupils will be curious to see if their answers are correct. The presentation then explains when each enlargement took place. You can choose to focus only on the current Member States and not discuss the enlargement process. You can find [useful background information here](#).

